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AUTHOR Wallace, Steven
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ABSTRACT

The budget, purposes, staffing, and outcomes of Chaffey Community College's Educational Marketing Program (EMP) are summarized in this report. The paper first delineates EMP allocations for salaries, benefits, supplies, contracted services, and capital outlay. Major program objectives are then outlined: to enhance Chaffey's image, to increase enrollment, to encourage the enrollment of non-traditional students, to improve retention, to improve relations with area businesses and schools, and to disseminate timely information concerning college programs and services. A listing of EMP staff members is followed by an outline of the program's activities in several marketing areas, including research, advertising, publications, literature dissemination, direct mail campaign, student retention, and public relations. For each of these activities, the report identifies specific outcomes and presents supporting data, such as increased enrollment figures, the number of articles about Chaffey College appearing in local publications, the amount of public relations literature distributed, and the increased visibility of the college throughout its service district. The report concludes with an examination of the enrollment influences that will necessitate continued marketing efforts throughout the 1980's. (JP)

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PROGRAM EVALUATION REPORT

EDUCATIONAL MARKETING PROGRAM

July 1, 1979 to February 12, 1980

Prepared by

Steven Wallace

Director

Educational Marketing Program

Chaffey Community College District

JC 800 481

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Chaffey Community College District -- 5855 Haven Avenue, Alta Loma, California 91701
Education Marketing Program Telephone: (714) 987-1737, 822-4484, 735-0242
Steven Wallace, Director

February 20, 1980

The Educational Marketing Program began operation on July 1, 1979. With the implementation of the program, Chaffey Community College became one of a handful of progressive public institutions to take advantage of sophisticated marketing technology in the pursuit of its educational mission. As most California community colleges are currently struggling to initiate similar programs, it is clearly evident that Chaffey is at the cutting edge in the applications of educational marketing.

This report summarizes the Educational Marketing Program budgets, purposes, staffing, functions, and accomplishments as of February 1980. This report presents convincing evidence that the program is effectively fulfilling the purposes for which it was established. Following three years of successive enrollment decline, district enrollment increased substantially during the first two quarters of the Educational Marketing Program. The evidence further suggests that even greater results are likely as the program evolves to higher levels of development.

This report is presented with acknowledgement and grateful appreciation of the Board of Trustees, James Catanzaro, Teddie Lopez, Dave Hafiz, Kathy Henkins, Rich Staneski, Patti Provost, Ben Bull, the Educational Marketing Program staff, the Marketing Council and Chaffey Community College staff, too numerous to mention, without whose support and contributions the advancements cited herein would not be possible.

Steven Wallace

SECTION I

1979-80 BUDGET

EDUCATIONAL MARKETING PROGRAM

CATEGORY		ALLOCATION
1000 - Certificated Salaries		
Director		$ 25,313
2000 - Classified/Student Salaries		
Program Assistant	$13,264	
Marketing Technician	3,703	
Student Retention Counselor	3,306	
Subtotal 2000 Category:		$ 20,273
3000 - Benefits		
Certificated	$ 4,809	
Classified	4,112	
Subtotal 3000 Category:		$ 8,921
4000 - Supplies, Postage, Promotional Materials, etc.		$ 12,096
5000 - Contracted Services, Advertising, Publications, Displays, Graphic Design, Travel, etc.		$ 36,660
6000 - Capitol Outlay (TeleInfo System)		$ 5,235
TOTAL:		$108,498

SECTION IIA

PURPOSES OF PROGRAM

The Educational Marketing Program was established in response to identified institutional needs. Generally, these needs are

- To enhance Chaffey College's image as a high quality, contemporary institution of higher education.
- To increase enrollment of qualified students at Chaffey College.
- To encourage the enrollment of qualified individuals who would not ordinarily take advantage of postsecondary education in a community college.
- To improve retention of students at Chaffey College.
- To contribute to productive working relations between Chaffey College and the business and educational communities within the Chaffey district.
- To provide timely and accurate information regarding Chaffey College's programs and services.
- To assist in the development of a more prominent, responsive organization.

SECTION IIB

PROGRAM DESCRIPTION

Staffing

The staff of the Educational Marketing Program consists of the following:

Steven Wallace, Director, Full-time

Patricia Provost, Program Assistant, Full-time

Charlotte Goode, Marketing Technician, Part-time (.45 FTE)

Bill Simonsen, Student Retention Counselor, Part-time (.45 FTE)

Jackie Richardson, Work Study Student, Part-time (.35 FTE)

Functions

The primary functions of the Educational Marketing Program include

- Research: Needs assessment, college image, student satisfaction, enrollment trends, community interest, marketing effectiveness, attrition, literature dissemination, recruitment/retention methodology, accessibility, etc.

- Advertising: Newspaper, radio, television and other media.

- Publications: Development of district literature such as brochures, flyers, posters, mailers, schedules, etc.

- Literature Dissemination: Systematic dissemination of literature throughout the district.

- Direct Mail: Development of mailing lists, targeted mailing of flyers, letters, brochures, mailers, announcements, information packages, etc.

- Promotions: Displays, special events, promotional materials, audiovisual programs, etc.

- Retention: Retention studies, inservice programs, Referral Center, personalization efforts, intervention efforts, etc.

- School Relations: Liaison with feeder high schools, cooperative programs, special events, liaison with four-year colleges, etc.

- TeleInfo System: Solicitation and rewrite of scripts, production of tapes, promotion of system, system maintenance and expansion.

- Publicity: Press releases, photographs, press conferences, radio and television public service announcements, etc.

- Public Relations: Interaction with external agencies, organizations and interest groups.

- Coordination: General coordination of all "marketing" activities of the various district programs.

- Resource/Facilitation: Encouragement, assistance and direct services to district programs in their development of program-specific marketing approaches.

- Evaluation/Recommendations: Analysis of district activities from a marketing perspective and recommendations for improvement.

SECTION IIC

OUTCOMES/ACCOMPLISHMENTS

ENROLLMENT

Chaffey Community College experienced successive enrollment decline beginning in 1976 and ending when the Educational Marketing Program began operation in July, 1979.[1] District enrollment increased in the first two quarters of 1979-80 for the first time in four years.

The Educational Marketing Program launched a modest marketing campaign for Fall, 1979 and successfully reversed the declining enrollment trends. The new program developed substantially during September and October, 1979. The marketing campaign for Winter, 1980 was significantly more comprehensive than the first quarter effort; the results were phenomenal.

Applications - The number of applications for admission received by the district is the primary measure for evaluating the effectiveness of the Marketing Program. The principle task of the program is to get individuals to apply for admission. The program has accomplished this task with a vengence:

Applications[2]	1978-79	1979-80	Percent Increase
Fall	7,272	7,629	5%
Winter	3,171	4,252	34%

Essentially, 1,438 more students have applied for admission this year than last.

Student Enrollment & WSCH - The Marketing Program appears to have had a significant affect on student enrollment and WSCH. The increases summarized below may also be attributable, in part, to increases in the number of classes offered (approximately 5 percent) and an increased unemployment rate (approximately .2 percent) in the community. The fact remains, however, that encouraging gains have been achieved since the advent of the program.

Student Enrollment	1978-79	1979-80	Percent Increase
Fall (Week 3)	11,736	12,325	5%
Winter (Week 3)	10,587	11,938	13%

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[1]From 1975-76 through 1978-79, enrollment dropped approximately 20 percent and WSCH dropped approximately 31 percent.

[2]All data are based on official Admissions & Records reports.

WSCH	1978-79	1979-80	Percent Increase
Fall (Week 3)	123,044	126,539	3%
Winter (Week 3)	109,465	124,244	14%

COST EFFECTIVENESS

On an annualized basis, the 14 percent increase in WSCH achieved as of the third week of Winter 1980 translates to a gain of 14,779 hours or 898 ADA. Under the present State Apportionment Formula, this increase equates to a minimum of $1,157,000 in additional state apportionment. The cost-effectiveness ratio for the program could, therefore, be computed as:

$$\frac{\text{Income}}{\text{Cost}} \quad \frac{1{,}157{,}000}{108{,}000} \text{ or } \frac{11}{1}$$

In other words, this ratio indicates that every marketing dollar results in 11 dollars in additional state apportionment. Granted, the Marketing Program cannot claim full credit for the enrollment increases experienced to date. However, the evidence clearly indicates that the program is highly productive and advantageous to the district.

PUBLICITY

The Marketing Program has been very successful at increasing community awareness of the district's programs through publicity. To date, the program has been responsible for approximately 180 articles in newspaper, newsletters, and other publications throughout the district. In addition, the program has initiated numerous 20, 30 and 60 second public service announcements through local radio and television stations. This publicity also serves to enhance the community image of the college.

OUTREACH

The Marketing Program has engaged in a wide array of methods for "getting our message out to the community."

Direct Mail - More than 588,100 units of direct mail have been sent to community residents thus far this year. Examples of the many types of direct mail used include individualized letters to new applicants, new residents and near Chaffey College graduates, a series of mailers specifically designed for various communities, and informational packets sent to all mid-year high school graduates.

Advertising - Extensive advertising has been employed through a variety of newspapers and radio stations. Approximately 95 newspaper display ads have been designed and run by the program. Also, 84 radio commercials have

OUTREACH (continued)

been aired on four radio stations featuring medium rock, soft rock, contemporary disco, country-western and Spanish/English formats. Three studio-produced commercials created and scripted by the program have been used for these spots.

Literature Dissemination - The Marketing Program redesigned and systematized the dissemination of literature to every sector of the district. To date more than 743,400 units of literature have been distributed. This figure translates to 5 pieces of literature for every residence in the district.

Hospitality Hostess - A contract negotiated with Hospitality Hostess, Inc. has brought us in touch with more than 4,700 new residents of the district. Each resident received several types of literature from Chaffey College and no fewer than two personal contacts.

EDUCATIONAL MARKETING PLAN

Through the Marketing Program, a comprehensive Marketing Plan was developed and implemented. The plan describes the philosophy, objectives, research design, methodology and evaluation format of the Marketing Program. The plan will be revised annually and constitutes a guiding document for the conduct of the program.

RESEARCH

Marketing, by definition, is a research-oriented endeavor. Many different forms of research have been conducted over the course of the year, some in conjunction with the Institutional Research Office. Our largest effort was the Community Interest Survey sent to 126,000 residents in August, 1979 -- reportedly the largest survey of its kind ever undertaken by a community college.

Another major research effort is the Marketing Effectiveness Survey, developed with the assistance of Data Processing. This instrument allows for precise tracking of the effect of various marketing techniques and results in a print-out with more than 1600 separate pieces of information. The current sample size on the survey stands at approximately 9,500.

RESEARCH (continued)

Other research activities include:

- Advanced Placement Survey
- Student Satisfaction Opinionnaire
- Staff Cross-Reference to the Student Satisfaction Opinionnaire
- Review of all current literature relative to recruitment and retention of college students
- Analyses of enrollment trends by demographic variables
- Closed class study - Winter 1980
- Student Attrition Study - Fall 1979
- Literature Dissemination Study

VISIBILITY

Chaffey College's poor geographical location requires exceptional efforts to effect adequate visibility in the district. The Marketing Program has responded to this requirement with a broad spectrum of visibility-enhancing approaches including:

Marquee Messages:	Messages placed at various times on key marquees in Fontana, Corona and at the Ontario Motor Speedway.
Informational Displays:	Displays with college representatives at high traffic locations in Corona/ Norco, Fontana, Upland, Ontario, Chino, Montclair, Cucamonga and Alta Loma.
Chaffey College Rainbow Decals:	More than 8,000 Chaffey decals now appear in the back windows of cars.
Fairs:	The Marketing Program has entered exhibits in the Los Angeles County and Corona/Norco Fairs.
Special Events:	The Marketing Program has participated in several special events such as the Chaffey High School District College Night, Employment '80, CCJCA Annual Conference, Job & Training for Youth Fair, Vocational Education Week and Chaffey College Week.

ACCESSIBILITY

In the interest of making Chaffey College more accessible to community residents, the Marketing Program has initiated the following:

TeleInfo System:	A dial-up information system with a current library of 72 individual tapes.
Chaffey Centers for Lifelong Learning:	A special program to encourage the attendance of more senior citizens.
Pre-Application Program:	Allows community residents to apply for admission over the telephone.
Year-Around Applications:	Applications are now accepted continuously as opposed to only during defined periods as before.
Late Start Courses:	A pilot program offered in Winter 1980 to accommodate the needs of several student populations.
Open-Entry Series:	An expansion and promotion of the open-entry/open-exit courses available.

PUBLICATIONS

One urgent need identified at the inception of the Marketing Program was to improve and expand the publication of literature regarding district programs. In addition to numerous flyers and announcements, the following publications were produced and/or funded by the Marketing Program:

General Brochure:	An attractive 15-page summary of Chaffey's programs and services.
Community Mailers:	A series of six informative mailers (totalling 131,500 units) specially designed to increase enrollment from the outlying communities of Chino, Corona, Fontana, Montclair and Norco.
Chaffey Profiles:	A full-color brochure spotlighting six Chaffey students to illustrate the fact that all types of people attend Chaffey College.
CCLL MiniSchedule:	A condensed version of the regular schedule of classes to aid senior citizens in selecting courses.

PUBLICATIONS (continued)

Open-Entry Series Mini-Schedule	A minischedule of late start winter courses.
Why Should You Attend Chaffey?:	A brochure which presents arguments for attending Chaffey in response to the question "Why should I go to Chaffey rather than a four-year college?"
In A Nutshell:	A combination annual course schedule and program brochure for the Human Services Center.
Administration of Justice MiniSchedule:	A combination annual course schedule and program brochure for the Administration of Justice Program.

RETENTION

Student attrition, an endemic problem of community colleges, has been approached differently by the Marketing Program than by previous retention efforts at Chaffey. The primary retention thrusts have been in the area of intervention and personalization.

Intervention - In conjunction with the Advisement Center, the Marketing Program established the Referral Center for the purpose of providing timely responses to the needs of "at risk" students. The Center is a service available to all staff and students.

Another form of intervention involves the "Request for Service Information" project conducted during Fall and Winter registration. More than 800 students took this opportunity to request information regarding Chaffey's many student services. Students will receive, by mail, the information requested.

Personalization - Each new applicant to Chaffey College receives, via the Marketing Program, a personal letter of welcome from the President/Superintendent. This approach has significantly reduced the percentage of individuals who apply and then fail to enroll, thereby resolving a long-standing problem.

COORDINATION OF MARKETING EFFORTS

The Marketing Program founded and maintains a Marketing Council comprised of representatives from every division or program in the district. The Council meets twice monthly to exchange marketing ideas, advise the Director of Educational Marketing and to communicate marketing-related issues to and from their respective units. The Council also administers the Special Marketing Projects Fund which has been well-received by the staff. The Council has proven to be an effective and productive group.

RELATIONS WITH SCHOOLS

According to the preponderance of feedback received from both intra and extra district sources, Chaffey's relationship with the feeder high schools is presently the best it's been in years. The improved rapport appears to be a consequence of the renewed efforts to maintain frequent contact and to engage in cooperative programs with the high schools. To date, the high schools could hardly have been more amenable to our proposals. This is evidenced, in part, by their complete cooperation in:

- Providing names and addresses of students
- Placing Chaffey messages in daily bulletins
- Distributing Chaffey literature
- Publishing articles regarding Chaffey in their school newspaper
- Meeting frequently with Chaffey staff
- Inviting Chaffey staff to participate in their classes and programs
- Referring students to Chaffey

SECTION III

PROJECTIONS FOR THE FUTURE

Recent trends and foreseeable developments indicate that most colleges will confront serious challenges in the 1980's. Decline in the population of traditional students and the general erosion of the perceived value of higher education are expected to result in continuing reductions in student enrollment. The financial solvency of many colleges will be undermined and, in some cases, destroyed. Nevertheless, it is a certainty that dynamic, responsive institutions will continue to flourish. It is also a certainty that these institutions will be engaged in aggressive and sophisticated marketing.

The predominant change to be experienced by California Community Colleges in the very near future is a dramatic increase in competition. This competition will assume several major forms:

A. Funding

As the State General Fund becomes increasingly unable to fund fully all government entities and programs, competition for the limited funds available will become fierce. The most important determinant of the magnitude of state support has always been, and will continue to be, constituent demand. In the case of community colleges, this means, quite simply, that funding will be predicated in some manner upon student enrollment. Inflation and increasing personnel costs will demand that a community college's income increase annually just to maintain the status quo. Consequently, Chaffey College's viability in the 1980's will be contingent on its effectiveness in attracting and retaining students.

B. Students

The competition for students is already approaching a frenzied level. Community colleges compete with the University of California (UC), the California State Universities & Colleges (CSUC), extension courses, a plethora of private colleges, proprietary schools, adult schools, recreation department courses and industry-sponsored training programs. Traditionally, community colleges have had four competitive advantages:

1. No tuition - This advantage has been mitigated by increases in student fees and may be eliminated by Jarvis II.

2. District boundaries - The Board of Governors has approved a pilot program eradicating district boundaries which will begin in 1981-82. This is the first step toward "free-flow."

3. Vocational programs - CSUC and adult schools are rapidly encroaching on this market.

4. Open admissions - As UC and CSUC have become more desperate for students, they have initiated special admissions policies and programs for such groups as remedial, disadvantaged and minority students.

C. Resources

Capital outlay funds for community colleges in the 1980's will come primarily from tax overrides and bonds approved by the surrounding community. Colleges with poor participation rates and a low profile in the community will be relatively unsuccessful in securing such funds.

The conclusion is obvious: to remain competitive, community colleges must actively employ the highly developed science of marketing. Nearly all other segments of the free enterprise system moved in this direction decades ago. Marketing methodology will provide the students, the visibility, and, consequently, the resources necessary for the maintenance of a viable, financially sound institution. Chaffey College has a substantial head start in this direction; persistence will establish a competitive strength sufficient to withstand the challenges of the 1980's.

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